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Stammering and Cognate Defects of Speech. By C. S. BLUEMEL. Vol. I, "The Psychology of Stammering." Pp. 365. Vol. II, "Contemporaneous Systems of Treating Stammering: Their Possibilities and Limitations." Pp. 391. New York: G. E. Stechert & Co., 1913.

In these two volumes the author has attempted to present a complete theory of the cause of stammering and to review in a critical way the various systems that are now employed in this country and abroad in the treatment of this defect.

The first volume is an elaborate study of the physiology and psychology of speech. Special emphasis is laid upon the power of forming mental images. There is little or no discussion of the co-ordinations which are involved in producing speech. As one reads the discussions of this first volume he is impressed with the fact that the type of psychology accepted by the author is the type which was current a generation ago when the English association writers were the dominant writers in the field. The author has, to be sure, added a discussion of the various centers in the cerebrum which are involved in speech activity, but his interpretation of these physiological facts is entirely dominated by his imagery psychology. To a period of psychology which devotes itself very largely to the study of behavior, as distinguished from the study of imagery, the theories of the author will hardly be acceptable. The motor processes of speech certainly deserve to be considered as motor processes rather than as mere products of imagery.

The second volume is a very useful collection of statements regarding the methods employed in treating stammering. It also sets forth in vivid terms the methods employed by charlatans who practice upon victims of speech defects. The book gives a number of quotations from pamphlets of various doctors and various schools which make it appear that there is a great deal of untrained and unskilled tampering with this defect. The detailed exercises which are reported for the treatment of speech defects will be useful, not only to those who have to deal with actual defects, but to those who are engaged in training in clear articulation and expression among normal individuals. The second volume is less theoretical and very much less dominated by the author's special psychological point of view.

C. H. J.

Better Rural Schools. By GEORGE HERBERT BETTS and OTIS EARLE HALL. Indianapolis: Bobbs-Merrill Co. Pp. 512.

In the present movement for a new and more universal education, embracing the industrial aspects, the new book entitled *Better Rural Schools*, by Betts and Hall, is entitled to an important place. This volume is an exhaustive and thorough treatment of the problems of the rural school in America. An especial merit of the book is the wide range of actual rural problems that are taken up and treated in a sensible, suggestive, and constructive manner. The

style of the authors is simple, straightforward, and readable, the problems are clearly stated, and the suggestions for their solution are set forth clearly and concisely. Both the selection of the materials for the text and suggestions that are given for the solution of these questions could not have come from other than men who have had much experience and actual contact with the rural schools. The plan of the book with the discussion and study questions makes it well suited for a help to teachers in their work in institutes and public meetings, or for a private study of the modern problems of rural education. An appreciation of the importance and magnitude of the questions of rural education is shown by the authors, and the suggestions for a solution are not beyond the limits of possibility. In fact, very many actual illustrations now in successful operation throughout the United States are described and included in a well-selected list of illustrations. The modern demand for efficiency in every activity of life is set forth, and while the difficulties are fully apprehended, an optimism as to the final outcome and success of our developing American school system is expressed everywhere throughout the book. The curriculum of the rural school, old and new, is dealt with, the part and place of vacation work as a factor in the educative process is fully recognized. Every aspect of the teacher and the rural school, the questions of consolidation and administration of rural schools are taken up. It is made clear that the new rural school adequate to meet the needs and demands of the age just ahead of us will not be stereotyped or copied from another system and handed down to any community, but instead will be based on the actual resources and needs of the community it is to serve.

JOHN C. WERNER

MANHATTAN, KAN.

Introduction to Botany. By JOSEPH G. BERGEN and OTIS W. CALDWELL.
Boston: Ginn & Co. Pp. vii+368. \$1.10.

This book is written chiefly to meet the needs of those secondary schools that offer a short course on the study of plants. It is brief yet comprehensive enough to give the boys and girls who cannot go farther than the high school a meaningful understanding of their plant surroundings. If supplemented with the proper amount and kind of laboratory work the book can be used to the greatest advantage in any class taking only a short course in botany.

The earlier chapters give a general idea of the seed plant and its parts as a working unit. The succeeding chapters to xiii take up the work and structure of each part more in detail. Roots, food manufacture, transportation, and uses to plant, stems, and leaves (both ordinary and special forms), forestry, flowers and seed with their ecological phrases and relations to variation and hybridization are all given a rather terse but specific treatment. The latter part of the book discusses the evolutionary sequence with a very few types to show the series. The relations of plants to industry and a few points on weeds make a fitting close of a course of botany.